

Core Question 1: Is the educational program a success?

The Academic Performance Framework, outlined in Core Question 1, gauges the academic success of schools in serving their target populations and closing the achievement gap in Indianapolis. Core Question 1 consists of seven indicators designed to measure schools on how well their students perform and grow on standardized testing measures, attendance, and school-specific measures.

Note: The Academic Performance Framework has been revised to include additional measures and to reflect changes in state accountability systems. For this reason, not all historical ratings are based on the listed indicator targets, and some historical ratings are not available.

1.1 Is the school's academic performance meeting state expectations, as measured by Indiana's accountability system?							
Indicator Targets	Does not meet standard		School has received a 'D' or 'F' for the most recent school year OR has received a 'D' for the last two consecutive years.				
	Approaching standard		School has received a 'C' for the most recent school year.				
	Meets standard		School has received a 'B' for the most recent school year.				
	Exceeds standard		School has received an 'A' for the most recent school year.				
School Rating	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
	Not Evaluated	Not Evaluated					

The Indiana State Board of Education awarded Global Preparatory (GPA) a Not Evaluated for its 2017-18 school year performance. A school receives a letter grade by calculating results in the following categories: overall performance score on English/Language Arts and Mathematics, overall growth score on English/Language Arts and Mathematics, and overall multiple measures score on four-year and five-year graduation rates and college and career readiness achievement. The final grade is determined based upon any of the applicable aforementioned categories which are weighted based on enrollment and grades served. For detailed information about how the Indiana Department of Education calculates A-F letter grades, click [here](#).

According to Article 6.2, Rule 3 of the Indiana Administrative Code (511 IAC 6.2-3-1), the first three years of a school's performance may be measured by growth only if included in the contract. Therefore, Innovation Network Schools in the OEI portfolio that were authorized after 2014 are held accountable in the state's A-F Accountability model solely on growth points for the 2017-18 school year.

In order to earn a letter grade using only growth, a school must have at least 20 students enrolled at the school in grades 4-8 for at least 162 days. In 2017-18, GPA did not meet these criteria, and did not receive a letter grade.

Due to not receiving a letter grade, GPA was **not evaluated** on this indicator of the OEI performance framework for the 2017-18 school year.

1.2 Are students making substantial and adequate gains over time, as measured by the Indiana Growth Model?							
Indicator Targets	<i>Only applicable to schools serving students in any one of, or combination of, grades 4-8.</i>						
	Does not meet standard	Results from the Indiana Growth Model indicate that less than 60.0% of students are making sufficient and adequate gains ('typical' or 'high' growth).					
	Approaching standard	Results from the Indiana Growth Model indicate that 60.0-69.9% of students are making sufficient and adequate gains ('typical' or 'high' growth).					
	Meets standard	Results from the Indiana Growth Model indicate that 70.0-79.9% of students are making sufficient and adequate gains ('typical' or 'high' growth).					
	Exceeds standard	Results from the Indiana Growth Model indicate that at least 80.0% of students are making sufficient and adequate gains ('typical' or 'high' growth).					
School Rating	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
	Not Evaluated	Not Evaluated					

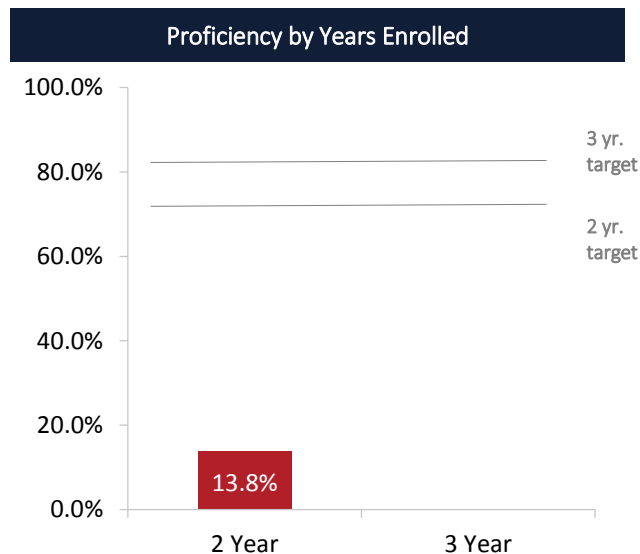
Each year, the Mayor's Office looks at a weighted average of students earning typical or high growth to ensure that students are making substantial and adequate gains over time. For more information on this calculation, see page 19 of the expanded criteria of the OEI performance framework.

Because the Indiana Growth Model only applies to students in grade 4-8, and Global Prep Academy did not have a cohort in 4-8 grade for 2017-18, the school was **not evaluated** on this indicator of the OEI Performance Framework for 2017-18.

1.3 Does the school demonstrate that students are improving, the longer they are enrolled at the school?							
Indicator Targets	Does not meet standard		Less than 60.0% of students who have been enrolled at the school 3 years demonstrate proficiency on state standardized assessments.				
	Approaching standard		At least 60.0% of students enrolled 2 years and 70.0% of students enrolled 3 years demonstrate proficiency on state standardized assessments.				
	Meets standard		At least 70.0% of students enrolled 2 years and 80.0% of students enrolled 3 years demonstrate proficiency on state standardized assessments.				
	Exceeds standard		At least 80.0% of students enrolled 2 years and 90.0% of students enrolled 3 years demonstrate proficiency on state standardized assessments.				
School Rating	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
	Not Evaluated	DNMS					

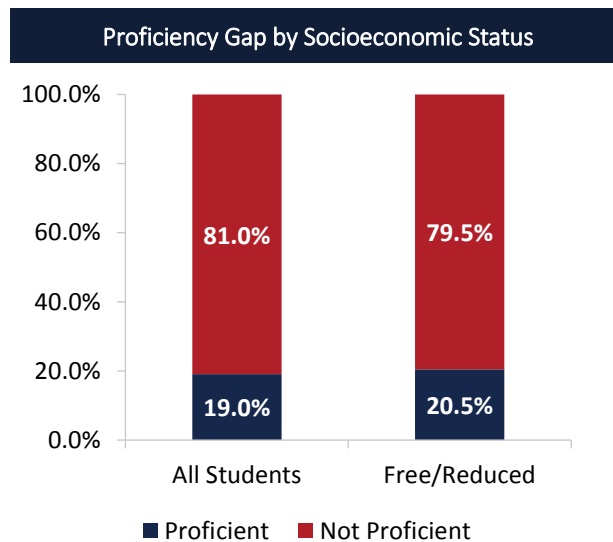
Many Mayor-sponsored charter schools are serving student populations from chronically low-performing schools. Recognizing this, the OEI performance framework examines student proficiency as a function of how many years' students have been enrolled at the school – allowing more time for the school to reach a high level of student proficiency on standardized assessments.

Of those students enrolled at Global Preparatory Academy for two years, 13.8% were proficient on both English/Language Arts and Mathematics. The 2017-18 school year was Global Preparatory Academy's second year of operation, so the school did not have any students enrolled for three years. Thus, the school earns a rating of **Does Not Meet Standard** on the OEI performance framework.



1.4 Is the school providing an equitable education for students of all races and socioeconomic backgrounds?							
Indicator Targets	Does not meet standard	School has more than 15% difference in the percentage of students passing standardized assessments amongst American Indian, Black, Asian, Hispanic, White and Multiracial student groups and socioeconomic statuses.					
	Approaching standard	School has no more than 15% difference in the percentage of students passing standardized assessments amongst American Indian, Black, Asian, Hispanic, White and Multiracial student groups and socioeconomic statuses.					
	Meets standard	School has no more than 10% difference in the percentage of students passing standardized assessments amongst American Indian, Black, Asian, Hispanic, White and Multiracial student groups and socioeconomic statuses.					
	Exceeds standard	School has more than 5% difference in the percentage of students passing standardized assessments amongst American Indian, Black, Asian, Hispanic, White and Multiracial student groups and socioeconomic statuses.					
School Rating	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
	Not Evaluated	Not Evaluated					

19.0% of all Global Preparatory Academy students were proficient on both English/Language Arts and Mathematics. OEI was unable to report on subgroup comparisons due to a largely homogenous student population. In order to report a proficiency level, a subgroup must have at least 20 students. Global Preparatory Academy did not enroll 20 students in more than one racial or socioeconomic subgroup. However, the performance of free and reduced lunch students compared to all students can be seen in the graph below.



Due to small subgroup numbers, Global Preparatory Academy was **not evaluated** on the OEI performance framework for this indicator the 2017-18 school year.

1.5 Is the school's attendance rate strong?							
Indicator Targets	Does not meet standard		School's attendance rate is less than 95.0%.				
	Meets standard		School's attendance rate is great than or equal to 95.0%.				
School Rating	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
	DNMS	DNMS					

Starting at the age of 7, students in Indiana are required to attend school regularly. Habitual truancy is defined by the Indiana Department of Education as 10 or more days absent from school, meaning students are required to attend school for 95% of the 180 days in the school year.

Global Prep Academy has an aggregate attendance rate of 92.9%, with 0 of 4 grade levels meeting the 95% standard. Due to its aggregate rate, GPA receives a **Does Not Meet Standard** on the OEI performance framework.

Attendance by Grade Level		
Kindergarten	92.3%	✗
1 st Grade	93.9%	✗
2 nd Grade	92.3%	✗
3 rd Grade	93.2%	✗
Overall Average	92.9%	✗

1.6 Is the school outperforming schools that the students would have been assigned to attend?							
Indicator Targets	Does not meet standard		School's overall performance in terms of proficiency and growth is lower than that of the schools the students would have been assigned to attend.				
	Approaching standard		School's overall performance in terms of proficiency and growth outpaces that of the schools the students would have been assigned to attend.				
	Meets standard		School's overall performance in terms of both proficiency and growth outpaces that of the schools the students would have been assigned to attend.				
	Exceeds standard		School's overall performance in terms of both proficiency and growth outpaces that of the schools the students would have been assigned to attend.				
School Rating	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
	Not Evaluated	Not Evaluated					

The Office of Education Innovation compared the performance of Mayor-sponsored charter schools with students in grades 4-8 to that of Marion County public schools that students would have been assigned to attend based on their place of residence.

Because Global Academy did not enroll students in grades 4-8, the school was **not evaluated** on this indicator for the 2017-18 school year.

1.7 Is the school meeting its school-specific educational goals?							
Indicator Targets	Does not meet standard		School does not meet standard on either school-specific educational goal.				
	Approaching standard		School is 1) approaching standard on one school-specific educational goal, while not meeting standard on the second goal, 2) approaching standard on both school-specific educational goals, or 3) meeting standard on one school-specific educational goal, while approaching standard on the second goal OR 4) exceeds standard on one school-specific educational goal, while does not meet standard on the second goal.				
	Meets standard		School is 1) meet standard on both school-specific educational goals, or 2) meeting standard on one school-specific educational goal while exceeding standard on the second goal.				
	Exceeds standard		School is exceeding standard on both school-specific educational goals.				
School Rating	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
	DNMS	AS					
School-specific Information	Goal					Result	Rating
	More than 85 % of students will demonstrate at least one year's reading growth in their native language (L1).					65%	DNMS
	More than 70% of students will demonstrate grade level written proficiency in their native language.					68%	AS

Each year, Mayor-sponsored charter schools set two educational goals that are aligned to or support the school's unique mission. All data for school-specific goals is self-reported by the individual school.

In 2017-18, Global Prep Academy set its first goal around student reading growth in their native language. The school reports that an average of 65% of students completed the requirements for this goal, and thus earned a **does not meet standard** on its first goal.

Gobal Prep Academy set its second goal around student writing proficiency in their native language. The school reports that an average of 68% of students completed the requirements for this goal, earning the school an **approaching standard** on its second goal.

Overall, Gobal Prep Academy **Approaching Standard** on the OEI performance framework for this indicator.

School Mission Statement

The mission of Global Preparatory Academy (GPA) K-6 is to provide tomorrow's leaders and global citizens with the highest quality of instruction through language immersion and experiential learning that is culturally relevant. In a highly engaging and nurturing environment, native English speakers and native Spanish speakers will learn to speak, read and write proficiently in both languages.